

Program Description/Textbook or Print Instructional Material

Vendor Pearson Education, Inc., PA Pearson Prentice Hall

Web URL

Title Encuentros maravillosos

Author Kanter

Copyright Date 2005

ISBN 0131163639

Edition 2nd Edition

Course/Content Area High School Spanish IV

Intended Grade or Level 9-12

Readability Level None Available

List Price \$53.29

Lowest Wholesale Price \$39.97

Level of Accommodations Level Three

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

Rationale Pearson Prentice Hall is unable to provide files in Levels One due to the variety of page layout systems used to create the text. These systems are not compatible with specialized formats such as XML or HTML.

FEATURES**Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

Content

ENCUENTROS MARAVILLOSOS is an all-Spanish literature anthology that combines universal themes, literature from the greatest contemporary Hispanic writers, and engaging pre- and post-reading tasks that focus on personal connections to the literature and literary analysis. Students also expand their vocabulary and grammar knowledge through a wide range of activities connected to the literature selection and the author's body of work.

Student Experiences

ENCUENTROS MARAVILLOSOS enables students to connect with the selections and thinking of greatest of contemporary Hispanic writers. Through the engaging themes, the literature selections, and the communicative and analytic tasks, student are able to understand the literature at a much deeper level, make personal connections to the work, and communicate their thoughts in Spanish in a more profound manner. Students become more thoughtful communicators while improving their breadth of language and the accuracy of communication.

Assessment

ENCUENTROS MARAVILLOSOS provides an assessment program for each chapter. The chapter test focused on vocabulary, grammar, and the literature selection.

Organization

ENCUENTROS MARAVILLOSOS provides 14 chapters organized by themes. For each selection, the chapter includes pre-reading vocabulary practice, reading strategies, an author biography, post-reading comprehension questions, post-reading discussion questions, and post-reading essays and interviews. The grammar section follows. All grammar is presented in Spanish and builds upon the content of the literature selection and other works by the same author. The grammar is practiced through a wide range of activities.

Resource Materials:

Gratis Items to be provided and under what conditions -

Free upon request with a minimum purchase of 25 Encuentros Student Editions:

1 per teacher user: Teacher's Edition Test; BLM Booklet with Audio CD; and Student Edition Test.

Available Ancillary Materials

Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

Research Available

No

If yes, provide information below.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Title	Encuentros maravillosos		
Publisher	Pearson Education, Inc.		
Item Evaluated	Text		
Content Level	High School Spanish - IV/AP	Copyright Date	2005
ISBN	01311636390131163639	Date of Evaluation	07/21/04

Recommended YES

Publisher's Explanation of Reviewer's Comments:

Technology Strengths

Instruction & Assessment Strengths

Instruction and assessment very appropriate for AP/Level IV, based on the writing, listening, and speaking components.

Organization & Structure Strengths

Mostly logical, particularly with respect to organization of literature.

Resource Materials Strengths

CDs are very appropriate for AP preparation.

Technology Weaknesses

There is no technology to manage - only listening CDs are incorporated.

Instruction & Assessment Weaknesses

Text not appropriate for a level IV/AP class that is not comfortable with all directions, grammatical explanations, and definitions in Spanish.

Organization & Structure Weaknesses

While the students at this level should be familiar with all grammatical points, the grammar review organization seems a bit random.

Resource Materials Weaknesses

While not necessarily needed for AP (meaning additional resource materials), the class would be solely text-based and could use more listening components.

Technology Comments

Listening CDs appropriate in conjunction with text. However, no other technological components were available to evaluate.

Equipment

Windows	No	Macintosh	No	CD ROM	No	Sound	No
Equipment Other		CDs					

Grade Level

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Primary No Intermediate No Middle No High Yes

Audience

Individual	Yes	Small Group	No	Large Group	Yes
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Format

Stand Alone/Independent	No	Integrated	Yes	Supplemental	No
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Cost

Single Copy	53.29	School Version	
Network Version		Online	
Site License		Lab Pack	

Type of Software

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	listening
Problem Solving	No	Drill and Practice	No	Other	

Management

0	Allows customizing for individual learning needs
0	Allows Students to exit and resume later
0	Keeps student's performance record, where needed
0	Allows control of various aspects of software (sound)
0	Allows printed reports

Presentation/Interface

0	Presents material in organized manner
0	Consistent, easy-to-use, on-screen instructions
0	Developmentally correct presentation/ format
0	Adapts to different learning styles/multiple intelligences
0	Accessible for special needs students
0	Runs smoothly, without long delays
0	Easy-to-view text and graphics
0	Easy-to-hear and understand sounds
0	Avoids unnecessary screens, sounds, and graphics
0	Provides immediate, appropriate feedback
0	Presentation/Interface Comments

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Identifies a Sense of Purpose		
4	Students are made aware that the text is upper level and is building towards refining and further developing advanced skills.	
Provides Guiding Questions and Instructional Objectives		
4	Students are made aware that the text is upper level and is building towards refining and further developing advanced skills.	
Develops and Builds on Student Ideas		
4	Students continue to build vocabulary and comprehension skills and build/review prior knowledge.	
Encourages student to become an independent learner (performer, creator, speaker)		
4	Through class discussion and composition, students are given ample opportunity to personalize the language.	
Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.		
4	Through composition, listening, tests, and performance, students are given a great deal of CATS practice.	
Enhances the Learning Environment		
3	Presentations and discussions mentioned in text liven the environment, though AP text provides the foundation.	
Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout		
4	Level gradually increases in difficulty, but level is appropriate for a well-prepared AP student.	
Includes activities and opportunities for integration of technology		
1		
Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
3 Aside from listening CDs, no technological opportunities are offered nor mentioned.	While research is not necessarily a concentration, activities do promote student thinking and engage students.	

Is aligned to the Program of Studies and Core Content for Assessment		
4	Well aligned, though more advanced than standard Program of Studies - in line with AP College Board standards.	

Includes opportunities for writing (reviews / personal response / reflection)		
4	Great many opportunities for writing and reflection embedded in text.	

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.		
4	Appropriate for AP - stronger emphasis on reading/writing, slightly less on listening/speaking - AP balance.	

Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.		
4	Each chapter hits these - makes literature real-life and authentic to students and provides opportunities for discussion and presentations.	

Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements (1.1.B1)		
4	Students discuss opinions of stories as well as how stories relate to their own lives.	Students discuss opinions of stories as well as how stories relate to their own lives.

Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)		
4	Through use of frequent discussion and group projects, students are able to respond to all in a complex manner.	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Materials provide opportunities for students to incorporate appropriate gestures in conversations.		
2	Presentations prompted in text allow for some opportunities.	Never directly mentioned in text unless describing action of a character - no visual context.
Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)		
4	Students are continuously asked to describe stories and support opinions with descriptions, both in writing and speech.	
Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)		
4	Through frequent discussion prompted by text, students are given ample opportunities to exchange.	
Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03		
4	Vocabulary units at beginning of each chapter introduce multiple synonyms for known vocabulary.	
Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.		
3	Students are given ample opportunity to practice reading and listening skills.	Listening component could be stronger, given that this is an majority is literary context only.
Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)		
4	Since all directions and grammar are in Spanish, the opportunities are abundant.	
Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)		
4	Students must constantly strive to comprehend. Both text and CDs explain to students how and when to use contextual cues.	
Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)		
4	Comprehension questions help guide students towards identifying main ideas.	
Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Prompts in text offer diversified presentational activities.	
Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials) (WL – 1.3.B7)		
3	Stories in text are very authentic and appropriate.	While in line with AP preparation, focus is primarily on literature.
Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).		
4	Essay prompts allow students to use temporal expressions for personal narrative.	
Textbook/instructional material is organized according to the natural acquisition of language through function.		
4	4	4
Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.		
3	While not directly emphasized, students are empowered by ability to use language in real-life contexts.	
Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.		
4	Through use of authentic literature, students are able to understand and reflect.	
Cultural information is authentic and current.		
4	Stories are real-life and appropriately modern.	
Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).		
4	Literature allows students to explore the diversity among Spanish-speaking cultures.	
Cultural information is presented in the target language whenever possible.		
4	All information is presented in the target language.	
Material integrates Arts and Humanities when possible.		
2		Does not incorporate a great deal of art or music - based solo literature.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Rating	Strength	Weakness
Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:		
Yes <i>Identify common words, phrases and idioms</i>	Yes <i>Identify social, geographic, political factors that impact cultural practice</i>	
No <i>Identify commonly held generalizations about target culture</i>	Yes <i>Identify differences and similarities among same-language cultures</i>	
No <i>Identify products, expressive forms, contributions, objects, images, and symbols of target culture</i>		
4	Concentrates on a broader picture through understanding context of literature.	
Cultural information reflects the influence of the target culture in the United States and around the world.		
3	Concentrates a great deal on influence in Spanish-speaking world.	Includes no U.S.-inspired Spanish literature.
Content reinforces knowledge of other disciplines through the target language.		
2	2	2
Linguistic connections are made among languages.		
2		Does not use any other language to make connections.
Structural patterns are identified in both the target language and the student's own language.		
1	At this level, students should be able to understand all information in target language.	
Historical connections are made among languages.		
1		No reference is made to Spanish's place in the world of lingu
Materials provide connections with target culture through technology media, and authentic resources.		
1		Does not allow for technological connections.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Description of Gratis Items**KY-2C****All blank entries due to lack of information provided by the publisher.**

Company	Pearson Education, Inc., PA Pearson Prentice Hall
Title of Textbook or Program Bid	Encuentros maravillosos
Prepared By	Hope Heredia, State Adoption Administrator
Date	4-Jun-04
ISBN (Item 1)	0673215989
Copyright Date	1998
Title of Item	Teacher's Edition Test
If packet, list the contents	
Description of Items including Packet Contents	Teacher's answer key for student tests and textbook exercises.
Current Catalogue Price	\$23.97
ISBN (Item 2)	0131163663
Copyright Date	2005
Title of Item	BLM Booklet with Audio CD
If packet, list the contents	BLM Booklet with Audio CD
Description of Items including Packet Contents	Provides lectures to introduce each chapter, student response sheets as BLMs.
Current Catalogue Price	\$39.97
ISBN (Item 3)	0673215970
Copyright Date	1998
Title of Item	Student Edition Tests
If packet, list the contents	
Description of Items including Packet Contents	Student test book. Tests for each chapter focus on vocabulary, grammar, and literature selections.

Current Catalogue Price

\$19.47